



# **Corsham Regis Primary Academy** **Accessibility Plan Statement** **2018**

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## **Corsham Regis Primary Academy - Our Inclusion Vision...**

...is for every pupil in our academy to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these children and young people to achieve all that they can.

Our aim is for every child and young person to:

- develop the necessary skills and knowledge to respond effectively to the challenges of the future
- be confident; have a strong sense of right and wrong; be adaptable and resilient
- develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning
- be able to contribute, work and communicate effectively with others, and to strive for excellence.

We believe that our parents, carers, the academy and Wiltshire Council should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

### **We support the Accessibility Strategy for Educational settings in Wiltshire 2016-19**

As a result, we believe in the strategy's principles of Inclusion, namely that:

- Inclusion is the route by which we develop our culture, policies and practice in order to include all children and young people.
- The right training, ongoing professional development, continued focus on outcomes and professional challenge are the primary tools in the process of developing inclusion.
- Inclusion is founded on respect for difference and a commitment to building friendships and community that benefit every child and young person.
- Inclusion offers all children and young people excellence, choice, flexible and appropriate support, and supports and facilitates the inclusion of their views.

### **We asked our pupils and their parents/carers about 'Inclusion'...**

#### **What does Inclusion mean to you?**

Working together

Not being left out of games

Having friends

Being part of something, unless you misbehave

It means that you don't miss out

It makes me feel happy

Everyone takes part

A determination made as a result of an experiment

Everybody being treated equally regardless of race, gender, disability, etc

Say 'yes' you can play

Providing extra help in the areas a pupil is falling behind

Making sure that everyone, children and parents, are involved and included in everything

**What examples of being included can you think of?**

Playing games, working in teams or pairs  
Providing Huff and Puff equipment as not all children like running around  
Assemblies  
Don't be unkind to someone and then kind to someone else  
Treating people the same  
Things being offered to everybody not just selected groups  
No one being discriminated against  
When you are new, being welcomed  
Being included in class and not feeling left out because they don't understand  
Sharing ideas  
Being asked to play with someone  
When someone is sad letting them join in  
Standing at the Friendship stop waiting to play with someone

**Feeling included at Corsham Regis means....**

Not being left out in clubs, games and helping out around the school  
I get a good education  
Helping each other  
Making the children want to go to school even if they find it difficult  
Being kind to each other  
Being polite  
You are important  
You are welcomed into a new adventure  
Taking turns and following the Happy Policy  
Every child is given the opportunity to be included in any activity they desire, and never being isolated due to capability, race, gender and social background  
Together Everyone Achieves More  
Being with friends  
Being included at Corsham Regis makes me proud to show off my skills and happy to have lots of friends  
Getting as much attention as other people  
Teachers and Teaching assistants helping others and being happy  
Taking part  
Looking after property  
Looking after each other  
People respect you and ask you if you would like to join in  
The teachers listen to you  
Looking after the teachers  
We all get treated fairly and are committed to the Corsham Regis team  
Everyone respects you there and cares for you  
Belonging as one  
Friendship  
I am welcomed  
Being kind and following the rules  
I am happy here  
Helping your friends to solve problems

**Feeling included in our community means...**

Not being left out in clubs, games and litter picking in town  
Having fun  
Feeling secure  
Being loved and respected  
Receiving a friendly greeting in the street  
Not being ignored

Being able to have a say in things that affect you  
Playing a sport for your town's team  
Being committed to our community  
Never feeling alone  
To be treated the same as everyone else  
Feeling content  
Not being made to feel different or excluded because they might not get things as quick as everyone else  
We are all treated the same and given equal opportunities  
Not being left out or ignored when trying to speak  
Being able to go to fairs, markets, fetes and Bazaars  
Having guardians  
Being included in a family activity  
Feeling happy and delighted  
Playing with friends and neighbours  
Making new friendships  
That everyone works together to make the community a better and safer place for everyone  
Helping out in the community and being part of something special  
Saying hello and waving to people we know  
Not worrying

## **Corsham Regis Primary Academy - Accessibility Plan Statement 2017**

### **National Background**

Improving access to education and educational achievement for disabled pupils<sup>1</sup> is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 and Equality Act 2010 by introducing new duties on Local Authorities (LA) and Schools in relation to disabled pupils and prospective pupils. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Equality Act 2010 expanded the duty to promote disability equality to promoting anti-discriminatory practice. This duty applies to EY settings, schools and LAs. Schools and LAs have a planning duty to prepare and publish accessibility strategies and access plans in order to increase over time the accessibility of school buildings, and access to education and information for disabled pupils. Schools' Accessibility Plans should also consider access to after-school activities and Extended School activities if they are based on their school site.

### **Key National Documents**

Disability Discrimination Act 1995 (DDA)

[www.legislation.gov.uk/ukpga/1995/50/contents](http://www.legislation.gov.uk/ukpga/1995/50/contents)

SEN and Disability Act 2001 (SENDA)

[www.legislation.gov.uk/ukpga/2001/10/contents](http://www.legislation.gov.uk/ukpga/2001/10/contents)

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability –  
A consultation (March 2011)

Children and Families Act 2014

[www.legislation.gov.uk/ukpga/2014/6/part/3/enacted](http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted)

New SEND Code of Practice:

[www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

SEND: Guide for Early years Settings

[www.gov.uk/government/publications/send-guide-forearly-years-settings](http://www.gov.uk/government/publications/send-guide-forearly-years-settings)

Reasonable adjustments for disabled pupils

[www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils](http://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils)

Supporting pupils at school with medical conditions

[www.gov.uk/government/publications/supporting-pupilsat-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupilsat-school-with-medical-conditions--3)

Equality Act 2010: Guidance on matters to be taken into account in determining questions relating to  
the definition of disability

[www.equalityhumanrights.com/en/publication-download/equality-act-2010-guidance-matters-be-taken-accountdetermining-questions](http://www.equalityhumanrights.com/en/publication-download/equality-act-2010-guidance-matters-be-taken-accountdetermining-questions)

National Sensory Impairment Partnership:

[www.natsip.org.uk](http://www.natsip.org.uk)

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## **Our Academy Context**

The academy admits children between the ages of four and eleven. Corsham Regis is a community school and was established in 1943, to accommodate the increasing number of children from service families and evacuees from London and Bristol. In 1982, the new single storey building was occupied on the same site. The academy is situated within a relatively modern estate to the north-west of Corsham and now serves a larger area, including areas currently being developed on the edge of the town.

The main building has eight classrooms, a Computing suite, a library, a community room, communal areas for small group work and a large hall. We also share our site with the privately owned 'South Hills Nursery' and the Corsham Children's Centre.

The grounds include hard playgrounds, two wooden play areas, two 'Sunshine Stops' (Ideal for Outdoor Learning), a mini beast area and school garden. The huge offsite playing field is just a two minute walk away.

In June 2010, our new extension was completed. The new accommodation includes; 2 classrooms, an updated Computing suite, an Interview Room, Meeting Room, Headteacher and Finance offices, Staffroom and staff and pupil toilets. It has also enabled us to redevelop some of our existing space into a Nurture Room.

Corsham Regis Primary School converted to academy status with effect from 1<sup>st</sup> January 2013. We are sponsored by The Corsham School Multi Academy Group.

There are a number of advantages for Corsham Regis in becoming an academy. These include;

1. Building on our solid foundation and enhancing our vision and ethos for the school with a continued focus on excellence and high aspiration for all.
2. Ensuring the best chances for the students at Corsham Regis by providing an excellent education with opportunities to achieve the best.
3. Building on and strengthening our existing partnership with The Corsham School.
4. Enabling us to plan for the future in a secure and strategic way using both existing and improved resources to create a state of the art learning environment, both indoor and out.
5. Creating a unique opportunity for our children in the locality by creating the first 4 – 19 academy trust in Wiltshire.

At Corsham Regis Primary Academy we believe that:

The child is at the heart of our Academy and is the driving force behind our vision of education.

Safeguarding and promoting the welfare of pupils and young people is of paramount importance.

We believe that education should be:

- Creative
- Purposeful

➤ Challenging

We believe all children should have the opportunities to:

- Explore the world in ways that suit their individual needs.
- Develop skills for life-long learning
- Develop attitudes and values that will prepare them for life in our varied society.

Recognise and understand their vital role within society.

Through our aims referred to above, we will endeavour to develop learners who are:

- self-aware, and have the necessary skills and knowledge to take on challenges of the future
- confident learners who are adaptable and resilient, can think independently and communicate effectively
- self-directed, and can question, reflect and persevere, active contributors, able to work effectively with others.

In order to achieve our aims and support our inclusion principles, our academy will focus holistically on:

- Access to curriculum
- Access to environment
- Engagement with children, young people, and their parents/carers
- Access to information

## Access to curriculum

In line with the new Teachers' Standards (September 2012), and a quality first teaching approach, Corsham Regis Primary Academy will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to *differentiate* appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them

### Our academy will:

- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- be fully conversant with the range of catch-up programmes
- take an informed and independent view of the possible literacy and mathematics interventions that are available
- ensure the effective supported transition of vulnerable children and young people
- evaluate the outcomes of their current additional provision and the value for money it provides
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of pupils and develop a strong culture for success
- enhance the life chances of our most vulnerable children
- provide effective professional development for staff and governors
- keep parents and carers informed.

## Access to environment

Our academy is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils with Autism Spectrum (AS) or Social, Emotional or Mental Health difficulties. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty.

Our academy will follow the guidance in the Graduated Response to SEND Support (GRSS) document, which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary, secondary and special schools. This should be viewed as good practice guidance which the local authority (LA), schools and settings are expected to work towards meeting. We will also provide follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies).



We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually
- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction.

## **Communication and Interaction**

### Our academy will:

- ensure that reasonable adjustments are made to existing classrooms and academy accommodation to reduce distractions, such as creating individual work stations
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- have in place systems to assist safe travel around the school for pupils who are socially vulnerable e.g. accompanying the pupil from lesson to lesson
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary

## **Social and Emotional Development, and Mental Health**

### Our academy will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs<sup>ii</sup>
- include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them
- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.

## Sensory /Physical

### Physical/Medical

Our academy will ensure that:

- handrails are provided that do not end before the top or bottom step
- a suitable space is available for therapy or medical needs
- school staff are available to liaise with visiting professionals
- staff attend manual handling training, where manual handling is a component of the support being provided
- the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms
- pupils with mobility difficulties are taught in accessible teaching rooms
- venues for educational trips and visits are accessible for pupils with mobility difficulties.
- sufficient staff are trained to meet health care needs
- risk assessments are undertaken in good time for all off-site trips and visits to allow for planning and adaptations, thus ensuring children with Physical and Medical needs are included.

## Visual

Our academy will ensure that:

- we carry out painting of edges of step and ramps
- general and room signs are easy to read and at the correct height
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym
- lighting on stairwells is adequate
- handrails are provided that do not end before the top or bottom step
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter; have one way travel systems in narrow corridors
- we regularly audit the Corsham Regis site for potential trip hazards such as loose drain fittings or curled up carpet edges.

## Hearing

Our academy will

- ensure all new building complies with the *Acoustic Design of Schools* guidance (BB93, Feb 2015)
- consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, acoustically absorbent ceiling tiles and wall panels, vertical blinds, close fitting doors etc
- consider the ambient noise levels of classrooms and where these are excessive take steps to improve this.
- consider installing soundfield systems into new and existing classrooms as these benefit all pupils, improve behaviour and concentration, and take away the strain on teachers' voices

- ensure teachers attend the training provided by the Advisory Teacher for Hearing Impairment that is provided free of charge to schools with HI pupils.

## **Buildings**

Our academy will endeavour to ensure that:

- all new or remodelled buildings for SEN accommodation include withdrawal spaces, workstations or alternative classroom layouts, and internal or external time-out spaces, which comply with acoustic design standards for new use of spaces (BB93, Feb 2015)
- building improvements to help individual pupils will be progressed where individually appropriate and an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where this is clearly an efficient use of resources
- reasonable adjustments are made, including the new requirement to provide auxiliary aids for disabled pupils subject to the reasonable adjustment duty. These adjustments will also take aspects of health and safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- projects will be undertaken with a value of £2000 or more from capital (anything less than £2000 is considered revenue)
- schools have an up to date Access Plan (aka Accessibility Strategy) that has been agreed by the Governing Body
- schools use devolved formula capital to increase the accessibility of school premises over time as required by School access plans.

## **Admissions**

Our academy will not take any action that might discourage the admission of any pupil with a disability.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

## **Engagement with CYP, parents/carers and partners**

Our academy recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our academy and the local community<sup>iii</sup>.

## **Access to information**

Our academy recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of the Corsham Regis community.

As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus
- provide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers

- where necessary, provide sign language interpretation for parents, or information in alternative formats, e.g. using a specialised computer programme for visually impaired
- be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

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## **Evaluation and Review**

Our academy has a duty to keep our accessibility strategy under review during the period to which it relates and, if necessary, revise it. (Equality Act 2010: Schedule 10 [1:5])

Our accessibility plan covers the period 2017-19, and will be regularly reviewed by the Senior Leadership Team and Governing Body, and revised/ updated as necessary within that period as required by the Equality Act 2010, Schedule 10.